

# Early Years Foundation Stage Policy

KTS Academy



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### 1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

### 2. Legislation

This policy is based on requirements set out in the most recent version of the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) effective from 1<sup>st</sup> September 2025.

This document also complies with our funding agreement and articles of association.

### 3. Structure of the EYFS

The EYFS classes are called Rainbow and Rainbow 2. These are made up of 8 nursery pupils (age 3-4) and 8 Reception pupils. Pupils mix between the class groups, depending on their individual needs. Nursery pupils attend either Monday – Wednesday morning, or Wednesday afternoon -Friday.

### 4. Curriculum

#### Intent of the EYFS

- To support children’s personal development in every aspect, ensuring pupils feel safe, secure, stimulated, and happy.

- To provide a broad, balanced, and fully inclusive curriculum, which meets each child's individual needs, ensuring pupils make excellent progress in their learning and development relative to their starting points. (Article 29 RRSA)

At KTS Academy we follow the statutory framework for the Early Years Foundation Stage (EYFS). We meet the statutory safeguarding and welfare requirements that are in place to keep children safe and promote their welfare. We also follow the requirements for learning and development, although we are flexible in our approach to this, as we appreciate that the children in our school have very individual and specific needs. We are committed to the four guiding principles outlined in the EYFS framework, which we have also adopted as our school values:

**A Unique Child** : We are committed to recognising that each child in our care has needs that are unique to them. We ensure that their learning is personalised to suit their developmental needs. We make ongoing assessments of each child's development and learning, and accurate assessments of their progress, which in turn leads to personalised planning for the 'next steps' in their learning and development. We also ensure that no child or family is discriminated against and that every child has the opportunity to access all areas of the curriculum and school life (Article 29 RRSA). We encourage all children to develop a positive sense of their own identity and culture. Our priority is to keep children safe, and we have robust Safeguarding and risk assessment procedures in place. We have a designated school nurse on-site at all times and a number of EYFS practitioners have been trained in Paediatric First Aid.

**Positive Relationships**: We place a strong emphasis on children building secure and trusting relationships with our staff. Staff are compassionate towards the children in their care and are sensitive and responsive to their needs, feeling and interests. The **Key Person** for each child in our setting is their class teacher. Due to our high staff ratio, pupils have high levels of support, but are also encouraged to become independent learners within their capabilities. Clear and consistent boundaries are in place through systems such as school rules and support plans. The school adopts a Positive Behaviour Support (PBS) approach and also incorporates the Thrive model.

**Enabling Environments**: We ensure that our planning reflects the needs of each child and that both the indoor and outdoor learning environment supports every child's learning development. Our specialist school environment offers enhanced provision such as a Hydrotherapy Pool, Sensory Room, Light Room, Soft Play Area, and Rebound Therapy. In addition to this we work closely with Physiotherapists, Occupational Therapists and Speech and Language Therapists, and endeavour to build and maintain positive working relationships with families. This enables us to meet our children's needs in a more effective, holistic manner. We use Tapestry as a means of communication with parents to showcase pupil's achievements and what they have engaged with at school, as well as using Class Dojo for daily communications which both in turn develop and maintain effective working relationships with parents. Parents are part of the transition process in which their child starts school, and they agree a plan with school staff as to how best support pupils beginning their school life journey.

**Learning and Development**: We recognise that children develop and learn in very different ways and at different rates. No two children are the same and our staff are specially trained to ensure that each child's learning styles and needs are recognised and met, e.g. adopting ASD or sensory approaches. Practitioners ensure pupils receive realistic, challenging and playful opportunities across the prime and specific areas of learning; however, we place a strong focus on the prime areas due to the earlier developmental needs of the

majority of our pupils. When planning and guiding pupil's activities, the EYFS staff ensure that they reflect on the **characteristics of effective teaching and learning**, which are:

- Playing and exploring- pupils may learn by finding out and exploring, playing with what they know, and by being willing to have a go;
- Active Learning- pupils may learn by being involved and concentrating, keeping trying and enjoying achieving what they set out to do; and,
- Creating and Thinking Critically- pupils may learn by having their own ideas, making links and choosing ways to do things.

These characteristics of effective teaching and learning are supported by the elements of the Engagement Model, which helps practitioners identify how pupils engage and identify small but meaningful progress. The elements of the Engagement Model are:

- **Exploring**- children investigate and experience things, and 'have a go';
- **Initiation**- children continue their willingness to have a go and feel confident enough to show their inquisitiveness;
- **Persistence**- children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- **Anticipation**- children show anticipation of what may happen based on their experiences and expectations, and;
- **Realisation**- children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Pupil's achievements in relation to the Characteristics are reflected on and tracked each half-term and this is included in the pupil's annual reports.

### **Curriculum**

All of our EYFS pupils follow the KTS EYFS Curriculum, which is a bespoke curriculum designed by the Senior Leadership Team at KTS and alongside other professionals. This incorporates the EYFS with additional programmes and activities from other agencies e.g. Speech and Language and Occupational Therapists. The EYFS is made up of 7 areas of learning and development, three Prime areas and four Specific areas, which provide the framework for an Early Years curriculum. All areas of learning and development are important and inter-connected. However, the three Prime areas are crucial for building children's capacity to learn, form relationships and thrive. These three areas are:

**Communication and Language**- children have opportunities to experience a rich language environment and to develop their confidence and skills in speaking and listening in a range of situations. We have a highly effective Alternative and Augmentative Communication (AAC) system in place to meet the needs of pupils with a range of communication and language difficulties including the use of photographs and symbols, signs (Makaton) symbols, Objects of Reference, and technological aids (voice output aids and iPad with communication apps). Our AAC systems enable our pupils the opportunity to 'voice' their wants, needs, feelings and interests, and support them to become competent communicators, within their capabilities.

**Physical Development**- children have opportunities to be active and to develop fine and gross motor skills, including co-ordination, control and movement. We adopt, in part, a therapy-based approach to this area of learning and development with pupils accessing Hydrotherapy and Rebound Therapy sessions, alongside use of specialist areas such as Soft Play, the Light Room and the Sensory Integration Room. Some pupils also follow

individual physiotherapy programmes. Children are supported in understanding the importance of physical activity and making healthy choices, within their capabilities. Outdoor play and outdoor learning has a strong focus on physical development and this is carefully planned for. Outdoor learning, investigation and exploration has an equal focus with indoor activities and both are seen as equally important.

**Personal, Social and Emotional Development** – At KTS we believe PSED is critical for young children in all aspects of their life and for success in all other areas of learning. Children learn how to be and feel safe and secure. They learn how to respect themselves and others, developing a positive self-image and learn about relationships and friendships. They learn how to manage their feelings and understand appropriate behaviour.

These three Prime areas are strengthened and applied through the four Specific areas. These areas are:

**Literacy** – Children are given access to a wide range of developmentally appropriate reading materials. Where appropriate, pupils are encouraged to link sounds to letters and begin to learn early reading and writing skills. Prior to this, pupils will have the opportunity to develop their pre- reading and writing skills. Read Write Inc. is followed throughout school and we have developed our own 'Sensory Read Write Inc', which introduces pupils to the scheme through a play-based approach. Squiggle Wiggle is an approach that is used within EYFS, promoting children to make large body movements in the air and also within a range of textures, developing the earliest skills needed for writing.

**Mathematics** – Children receive opportunities to develop early skills such as object permanence and awareness of familiar routines- moving onto developing key skills (when developmentally appropriate) such as counting, sorting, matching, seeking patterns and working with numbers, shape, space and measures. At KTS, in our maths sessions we use the CPA approach (Concrete, Pictorial and Abstract) which is underpinned by White Rose Maths which our maths curriculum is based on; however, we understand that pupils working at a developmental below 3 years old will not be engaging in formal maths sessions and will access these concepts through play and within their continuous provision.

**Understanding the World** – These sessions aim to guide children to make sense of their physical world and community through opportunities to explore, observe, and find out about people, places, technology and the environment. Pupils have access to specialist areas and equipment such as the sensory room and switch adapted technology and each classroom has an interactive Smartboard or Plasma screen. Each class has the opportunity to further enhance their cultural capital through regular Educational Visits into the local community.

**Expressive Arts and Design** – Opportunities for children to explore and play with a wide range of media and materials. Children are encouraged to use their imagination and to learn through use of all of their senses. They are also encouraged to share their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play and design and technology. All groups follow the Charanga music scheme. Moo Music is also a scheme used within EYFS that incorporates interactive musical sessions targeted at the developmental age our pupils are working at.

### **Implementation**

All 7 areas of learning and development are delivered across the week. They are delivered through planned, purposeful play and structured activities, with a balance of adult-led and child-initiated activities, where appropriate, both indoors and outdoors. Classroom environments reflect the needs of the pupils and support the implementation of the ambitious, coherently planned and sequenced curriculum.

The topic plan for Early Years is based upon events that happen naturally, for example Christmas, Easter and the changing of seasons, however this can be flexible and sometimes mini-topics are included to follow children's own interests or special events. Planning reflects the pupil's needs, interests and identifies 'next steps' based on their Bsquared 'assessments to be mastered'.

### **Spiritual, Moral, Social and Cultural (SMSC) Development**

Pupil's SMSC development is a high priority and is embedded within the seven Areas of Learning and Development. Pupils are taught about different beliefs and religions in a simple, experiential, topic-based approach and participate in spiritual experiences such as assemblies and 'quiet/relaxation' times, learn to be tolerant and understanding of others needs and are encouraged to develop their social skills – within their class and school (internal inclusion opportunities, assemblies, whole school events) and the wider community.

### **British Values**

At KTS our ethos is based on the whole school and our families being a community, rooted in mutual respect and acceptance. This is reflected in our Mission Statement:

*Supporting lifelong learning, and happiness, through quality education, respect and equality for all*

In the EYFS the Fundamental British Values are embedded across the curriculum and daily school life:

- Democracy – Classes teach about turn-taking and sharing, fairness, choice boards and making choices, having a voice and being able to express yourself and throughout the day develop the ideas of valuing everybody's thoughts and feelings. All pupils are given a voice, whether this be making a simple choice using an eye-gaze computer, or choosing which story the class should listen to. As pupils get older, they are given the opportunity to join the school council.
- The rule of law - Children learn to understand right/wrong through class rules, consistent boundaries, modelling, support plans, social stories, and through our reward systems (RRSA 4)
- Individual liberty – individuality is celebrated across school and pupils are encouraged to be themselves and accept each other (RRSA 8)
- Mutual respect and tolerance of different faiths and beliefs – Pupils learn about their own culture by the local area and learning about their immediate environment. Pupils learn to respect different cultures throughout the curriculum and during our annual 'Multicultural week' where different cultures are explored and celebrated in more depth (RRSA 14).

The curriculum plan, design and implementation in Early Years equips pupils with the knowledge, self-belief and cultural capital they need, preparing them for the rest of their educational journey, school life and adulthood. This might look different depending on pupil's individual needs. Providing pupils with the chance to experience 'awe and wonder' is high on the agenda and written into the school development plan each year, for example live music performances, visiting local museums, parks and cafes. Annual events including 'Arts Week and 'Multicultural Week' also further these opportunities.

## **5. Assessment, Recording and Reporting (Impact)**

Pupils are base lined on-entry to the EYFS using an online assessment system called BSquared. This is a very rigorous and thorough system, which allows us to measure very small steps of progress. Any of the steps within the current developmental levels that the pupils have not yet achieved on Bsquared are printed out

and displayed in an accessible place for all staff to access when working with pupils. These 'next steps' are referred to as 'assessments to be mastered'.

Each term, pupils are set three 'Personal Goals' which are targets that have been identified as very important to each individual. These may be related to their EHCP, a therapy target e.g. from Speech and Language or a personal target which is key to their personal development. These are shared with home and families are encouraged to contribute. Each term a summary of progress is sent home via Tapestry.

Ongoing assessments are made and recorded in both planned and 'catch them while you can' observations. The teacher then uses all of this information to inform their planning and assessments. We do not expect excessive paperwork from our teachers, but recognise the value of their expertise and knowledge of each child, accepting their judgements as evidence of pupil progress. All observations are recorded on Tapestry, which is an online learning journal. Families are able to access this, and they receive email notifications when staff add anything to the journal. They can also contribute to the journal, which has proved to be a fantastic way of sharing information and enhances our home-school links.

Pupils are assessed in line with the statutory EYFS Profile at the end of their Reception year. Achievements are reported under the headings of the seven areas of learning and development in the pupil's annual review report which is shared with home. This also refers to the Characteristics of Effective Learning.

## 6. Working with parents and carers

Families are invited into school regularly. This may be for an open evening, performance, a celebration of work, to review their child's progress or a social occasion. It provides families with the opportunity to visit school, socialise, share concerns and, if necessary, arrange a formal meeting. The department is flexible with the events they offer to parents taking into consideration the needs of the pupils and providing those which are most appropriate for them and their families.

Families are encouraged to communicate with Class Dojo to keep staff informed of any important information regarding their child. As mentioned above, Tapestry is used to further enhance our relationships with families, with them able to contribute and share their child's experiences at home and us to share school experiences with home. On Tapestry, staff work collaboratively with parents to fill out an 'About Me' section that highlights significant and important information about that child that is visible to all staff working with the pupils in EYFS. This section includes headings such as Getting to Know My Family and Me, Interests and Preferences, Food and Drink, and Health and Development.

Families are offered a place on the Early Bird course, which is a 6-week course for parents who have a child aged 3-6 with a diagnosis of Autism (or are on the pathway). There are staff trained within school who deliver this comprehensive programme.

## 7. Staff

### Staff Training

Staff will all be trained in safeguarding procedures in line with Annex C of the most recent EYFS Framework and Keeping Children Safe in Education (KCSIE) guidance. All staff will be supported to feel confident

implementing our safeguarding policy and procedures. We have a safeguarding surgery ran within school with the safeguarding team that allows staff to drop in once a month, or book specifically if that is more appropriate, to 'offload' and discuss anything with regards to safeguarding that they feel they would like to discuss further. The Senior Leadership Team appreciates that sometimes supporting our pupils can be emotionally challenging and thrive to protect and support staff mental well-being and offer support where needed.

Staff training will be renewed every 2 years, or more often when it's needed to help maintain skills; keep up to date with any changes to our safeguarding procedures; or because of any safeguarding concerns. A copy of the Safeguarding policy is available on the school's website, and posters are displayed in classrooms and within the school entrance for parents, carers and visitors to know who the Safeguarding team is. The policy is also available to all staff in school via their school computer login.

Our designated safeguarding lead (DSL) will provide ongoing support, advice and guidance to all staff, attend a training course consistent with the criteria set out in Annex C of the most recent EYFS framework, and liaise as needed with local statutory children's services agencies and our local safeguarding partners.

### **Safer recruitment**

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance on checking the suitability of new recruits, including:

- Obtaining a reference for any member of staff (including students and volunteers) before they are recruited
- Recording information about staff qualifications and identity checks, vetting processes and references

See our safeguarding policy for details of our safer recruitment procedures, which can be found in Appendix 2 of the policy.

### **Whistleblowing**

We make sure that all staff are aware of our whistleblowing procedures; feel able to raise concerns about any poor or unsafe practice; and know that such concerns will be taken seriously by the senior leadership team.

In the event that a member of staff feels that they need to blow the whistle on misconduct, they should report their concern to their line manager, or if they feel their line manager is involved with the malpractice being reported, or has failed to take appropriate action when the matter has been raised previously, then their concern should be raised with the Chair of Governors.

The Whistleblowing policy is available on the website, and available to all staff in school via their school computer login.

### **Malicious or vexatious allegations**

If an allegation is made in good faith, but investigation finds no wrongdoing, there will be no disciplinary action against the member of staff who raised the concern.

If, however, an allegation is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the person making the allegation.

## 8. Safeguarding and welfare procedures

We recognise that children learn best when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

### **Responding to allegations or concerns**

If we have concerns about children's safety or welfare, we will immediately notify our local authority children's social care team, in line with local reporting procedures. In emergencies, we will also inform the police.

If any allegation is made of serious harm or abuse by anyone living, working or looking after children at the premises or elsewhere, e.g. on a visit, we will inform Ofsted within 14 days of the allegation being made. We will also inform them of any action we have taken in response to the allegation(s).

### **Investigating the concern**

When a concern is received by the DSL – referred to from here as the 'recipient' – they will:

- Meet with the person raising the concern within a reasonable time. The person raising the concern may be joined by a trade union or professional association representative or other accompanying person
- Get as much detail as possible about the concern at this meeting, and record the information
- Establish whether there is sufficient cause for concern to warrant further investigation. If there is, then:
  - Arrange for further investigation into the matter, involving the Safeguarding team, and Chair of Governors, if appropriate. In some cases, the recipient may need to bring in an external, independent body to investigate. In others, they may need to report the matter to the police
  - Inform the person who raised the concern about how the matter is being investigated and give an estimated timeframe for when they will be informed of the next steps

### **Outcome of the investigation**

Once the investigation – whether this was just the initial investigation of the concern, or whether further investigation was needed – is complete, the investigating person(s) will prepare a report detailing the findings and confirming whether or not any wrongdoing has occurred.

The report will include any recommendations and details on how the matter can be rectified and whether or not a referral is required to an external organisation, such as the local authority in line with local reporting procedure, or police.

They will inform the person who raised the concern of the outcome of the investigation, though certain details may need to be restricted due to confidentiality.

Beyond the immediate actions, the headteacher, governors and other staff, if necessary, will review the relevant policies and procedures to prevent future occurrences of the same wrongdoing.

While we cannot always guarantee the outcome sought, we will try to deal with concerns fairly and in an appropriate way

### **Staffing ratios**

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety. Both Rainbow 1 and Rainbow 2 have a qualified teacher to lead the groups, as well as additional teaching assistants.

### **Paediatric first aid (PFA)**

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings and when eating. This PFA certificate is renewed every 3 years as required.

### **The Designated Safeguarding Lead (DSL)**

We also have a DSL who has lead responsibility for safeguarding children. They are also responsible for:

- Liaising with local statutory children's services agencies, and with the LSPs (local safeguarding partners)
- Providing support, advice and guidance to all other staff on an ongoing basis, and on any specific safeguarding issue as required
- Attending a safeguarding training course that complies with the criteria set out in annex C of the latest EYFS framework

### **Absence**

We are required to promptly follow up on absences. If a child is absent for a prolonged time or if their parents/carers haven't told us about the absence, we will attempt to contact the parents/carers and alternative emergency contacts. We aim to have more than 2 emergency contacts where possible for each child in EYFS.

See our attendance policy that can be found on our website for more on this, including our expectations of parents/carers to report child absences.

### **Oral health and tooth brushing**

We promote good oral health, as well as good health in general, in the early years by giving pupils the opportunity to brush their teeth daily in school. We are a healthy school that promotes a good, balanced diet and making healthy choices and we communicate this with parents effectively too. Due to the needs of our pupils, we recognise that diets may be limited and some pupils will not eat fruit or vegetables for example, however we still promote this alongside good oral health.

We follow [Public Health England guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe.

We frequently have the Oral Health Nurse in school to observe our toothbrushing sessions in a range of classes across the school in order to ensure we are following best practice. They also provide toothbrushes and toothpaste for the pupils in school.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

### **Safer Eating**

While children are eating, there will always be at least 1 member of staff in the room with a valid Paediatric First Aid certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework). All children will be within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair or highchair and, where possible, in a designated eating space.

Before a child joins our setting, we will get information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

We will share this information with all staff involved in food preparation and handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food meets all the requirements for each child.

We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time, especially during the introduction of solid foods.

We will consult with parents/carers to:

- Create allergy action plans for their child – with the help of health professionals, where appropriate. We will also keep this information up to date and share it with all staff
- Discuss their child's progress with solid foods
- Work with them to move on to the next stage at a pace that's right for their child

We will prepare food in a way that:

- Prevents choking
- Meets each child's individual developmental needs
- Is in line with the DfE's [Early Years Foundation Stage nutrition guidance](#)

In the event of a choking incident that requires intervention, we will record details of the incident and make the child's parents/carers aware. We will periodically review the records to identify whether we can change anything in our practice to make eating safer, and then take action as appropriate.

### **8.8 Accident or injury**

We keep a first aid box (which contains appropriate items for children) always accessible.

We keep a written record of accident or injuries and any first aid treatment, as well as reporting this on our online accident book on Evolve.

We will inform parents or carers the same day as, or as soon as reasonably practicable after, of any:

- Accident or injury sustained by the child
- First aid treatment given

We will notify the relevant authority of any serious accident, illness, or injury to, or death of any child while in our care and inform them of the action taken, as soon as reasonably practicable.

### **Safety of premises**

We make sure that our premises, including overall floor space and outdoor space, are fit for purpose and suitable for the age of children we care for and the activities provided on the premises. We also complete a

daily checklist auditing any outdoor resources and their safety and where necessary replace as and when needed.

We comply with requirements of health and safety legislation, including fire safety and hygiene requirements.

### **Toileting and privacy**

We make sure that there are:

- Enough toilets and hand basins available for the children
- Suitable and hygienic nappy changing facilities
- An adequate supply of necessary items such as clean bedding, towels and spare clothes, and we communicate with parents when we are running low and require more of these supplies
- Separate toilet facilities for adults

During nappy changes and toileting, we will balance children's privacy with their safeguarding and support needs.

## **9. Monitoring arrangements**

- Subject development and long-term planning monitored annually by curriculum co-ordinators, Assistant Heads and Deputy Head.
- Medium term planning sampled regularly by Curriculum Coordinators, Assistant Heads and Deputy Head. Feedback shared and discussed and actioned with teachers.
- Short term planning sampled regularly by Curriculum Coordinators, Assistant Heads and Deputy Head. Feedback shared and discussed and actioned with teachers.
- Learning walks/observations carried out by Assistant Heads, Deputy Head and Curriculum Coordinators, where appropriate. Feedback shared and discussed and actioned with teachers.
- Work scrutiny/review regularly by Curriculum Coordinators, Assistant Heads and Deputy Head. Feedback shared and discussed and actioned with teachers.
- Regular moderation within phases. Annual moderation with other local special schools. Annual moderation, in line with LA guidance also takes place.

This policy will be reviewed and approved by the EYFS lead every year. At every review, the policy will be shared with the governing board.

## Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy